

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
MEHDI CAYENNE

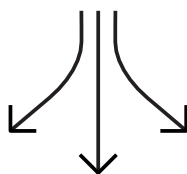


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: MUSIC

LET'S WRITE A SONG

Program Overview

Artist Name: Mehdi Cayenne

Artist Bio: Mehdi Cayenne is a Francophone singer-songwriter, poet, and actor known for his eclectic, minimalist style. With four albums and over 10 years of teaching writing workshops at MASC, he has performed across Canada and internationally, including France, Belgium, and Russia. Charismatic and energetic, Mehdi has won several awards and captivates audiences with his edgy performances.

Program Description: With his legendary enthusiasm, guitar and/or electronic equipment and the students' creativity, Mehdi offers a custom songwriting workshop, in a 75-minute format or as a 5-day residency (including recording the song). It will be an unforgettable adventure with an accomplished singer-songwriter and instructor, blending the basics of composition, writing and singing.

Artistic Discipline: Music

Recommended Grade Levels: K - 12

Session Logistics: In person or online

Cultural Context: Culturally Diverse, Francophone, Men+, Person of Colour



Vocab bank/glossary: [Click here](#)



LET'S WRITE A SONG

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Exploring the process of song writing from idea to finished piece.
 - Experimenting with melody, rhythm, and lyrics to communicate a message or emotion.
- Strand B – Reflecting, Responding and Analyzing
 - Listening to and analyzing song structures to understand how they convey meaning.
 - Responding to peer work with constructive feedback to refine lyrics and musical choices.
- Strand C: Exploring Forms and Cultural Contexts
 - Understanding how songs reflect and shape cultural stories and values.
 - Exploring different music genres and typical structures.
 - Connecting song writing to traditions of oral storytelling and contemporary performance.

LET'S WRITE A SONG

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES
K-3

Pre

- What makes a song fun or interesting to listen to?
- What kind of songs do you like most?

During

- How do the words (lyrics) tell a story?
- Can you hear the difference between the verse and chorus?

Post

- What was your favourite lyric we wrote?
- How did our song make you feel when we sang it together?

GRADES
4-6

Pre

- How do you think music can tell a story or share an idea?
- What are some parts of a song you already know (verse, chorus, bridge)?

During

- How do melody and rhythm work together to make our song sound good?
- How can we make the chorus catchy?

Post

- How did working together change the song we wrote?
- What would you add or change if we performed it again?

GRADES
7-8

Pre

- How do artists use lyrics to share emotions or ideas?
- What is the role of structure in making a song memorable?

During

- How do you decide which melody fits best with the lyrics?
- How can dynamics (loud/soft) make a song more powerful?

Post

- How did collaborating influence the creative choices we made?
- How might this song change if performed in a different style or genre?

GRADES
9-12

Pre

- How do songwriters balance personal expression with audience appeal?
- In what ways can a song create social or cultural impact?

During

- How do we ensure the hook is strong and memorable?
- How can harmony or arrangement change the emotional tone of the song?

Post

- How does this song writing process compare to professional practices?
- How could our song evolve with more time and resources?

MUSIC OVERVIEW

Music is a universal form of expression that transcends language and culture, offering a deeply personal and collective means of connection, communication, and healing. It reflects cultural identity and promotes equity, diversity, inclusion, and reconciliation by uplifting diverse musical traditions and community voices.

Music education builds skills in listening, creativity, collaboration, and self-expression. It supports students' health and well-being by offering a safe and accessible space to express emotions and ideas, while nurturing confidence and a sense of belonging. Whether composing, performing, or simply engaging in musical play, students develop confidence, perseverance, and a sense of belonging.

Through **the creative and critical analysis processes**, students explore, refine, and reflect on musical ideas, depending on their understanding of music's emotional and cultural impact. These frameworks align with MASC's values and empower students to become thoughtful learners through the lens of music. Music serves as both medium and method: a form of communication, identity exploration, and social connection.



APPENDIX

Vocabulary bank/glossary:

- **Melody:** A sequence of notes that forms the main tune of a song.
- **Rhythm:** The organization of sounds and silences over time.
- **Tempo:** The speed at which a song is played or sung.
- **Time signature:** The indication that determines how the beats in music are counted.
- **Chord:** A group of notes played together to accompany the melody.
- **Verse:** The part of a song where the story or ideas are developed.
- **Chorus:** The repeated section that often contains the main message or idea.
- **Bridge:** A contrasting section that brings variety and renews interest.
- **Introduction (Intro):** The beginning of a song that prepares the listener.
- **Coda / Conclusion (Outro):** The ending of a song.
- **Improvisation:** The spontaneous creation of melody, rhythm, or lyrics.
- **Arrangement:** The way instruments and voices are organized.
- **Performance:** The way an artist presents a song.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning